



Scoil Naisiúnta Rónáin Naofa Cluain Lua

St. Ronan's N.S., Cloonloo, Boyle, Co. Sligo

Tel: 071 - 9663684

P.E. plan for St. Ronan's NS

Introductory Statement and Rationale:

(a) Introductory Statement

The PE plan for St. Ronan's was initially formulated in consultation with a PPDS Advisor and in consultation with all staff. The current plan was reviewed by the staff in November 2016.

(b) Rationale

Physical education provides children with **learning opportunities** through the medium of movement and contributes to their overall development by helping them to lead full, active and healthy lives. We aim to provide these learning opportunities to the children in our school to maximise active learning experiences and approaches to the benefit of each individual child.

Vision and Aims:

(a) Vision

We seek to assist the children in our school in achieving their potential through the opportunities they receive to physically educate themselves through the strands of the PE curriculum and to promote physical activity through out the school.

(b) Aims

We endorse the aims of the Primary School Curriculum.

- To promote the physical, social, emotional and intellectual development of the child
- To develop positive personal qualities
- To help in the acquisition of an appropriate range of movement skills in a variety of contexts
- To promote understanding and knowledge of the various aspects of movement
- To develop an appreciation of movement and the use of the body as an instrument of expression and creativity
- To promote enjoyment of, and positive attitudes towards, physical activity and its contribution to lifelong health-related fitness, thus preparing the child for the active and purposeful use of leisure time.

We are a mainstream school and we endeavour to develop inclusive activities at all times in every lesson



1. Strands and strand units

- There are 6 strands in the PE Curriculum – Athletics, Dance, Gymnastics, Outdoor and Adventure, Aquatics and Games.
- The strands/strand units/content objectives for the relevant class level(s) are found on the following pages:

Refer to Curriculum (also available on www.ncca.ie)

- **Infant classes pp. 16-23**
 - **First and Second classes pp. 24-34**
 - **Third and Fourth classes pp. 38-46**
 - **Fifth and Sixth classes pp. 48-59**
 - **Aquatics: Junior Infants-Sixth pp.62-64**
- Teachers will choose a range of activities for all strands for each class. Where possible, children will have access to the following five strands each year – Athletics, Dance, Gymnastics, Games, Outdoor and Adventure Activities.
 - We will endeavour to create a PE rich environment in the school with the use of photographs.
 - We will ensure there is continuity and progression from class to class by:
Developing appropriate warm-up activities for indoor and outdoor work at each level
We will record the content covered at each level which will briefly detail the level of engagement with each strand (Cúntas Míósúil)

2. Approaches and methodologies

- We will use a combination of the following approaches:
 - Direct teaching approach eg teaching a handpass, javelin throw.
 - Guided discovery approach eg following a route on a map, creating their own dance or gymnastics sequence.
 - Integration eg Orienteering and Geography, Oral language and Gymnastics, Irish and Folk Dance.
 - We will use methods that encourage maximum participation by the child through group work:
 - Individual, pair, group and team play
 - Station teaching
 - Using a play area divided into grids

Structure of a PE lesson:

Warm Up

Main Activity

Cool Down



3. Assessment and record keeping

The teachers in the school constantly assess in the PE lessons delivered as we identify progress and difficulties.

- We will assess
 - Willingness to participate in activities
 - Readiness to engage with a certain activity
 - The level of competence of a child in carrying out an activity
 - Interest in and attitude to activity
 - Willingness to cooperate in individual, pair and group activities

- Our assessment tools are:
 - Teacher observation
 - Teacher-designed tasks

- The assessment criteria used for each activity forms part of class and school planning.

4. Multi-class teaching

We are a 2 teacher school so we would use the following strategies when teaching PE in our classes.

- There are times in a multi-grade class when children will be required to work independently of the teacher. We will use station teaching with groups of similar ability. The teacher will remain at one teaching station while the children at the other stations will have to complete a pre-described activity. In older classes we will have task cards for the stations - the children will read the instructions.
- In some multi-age classrooms small flexible heterogeneous groups are regular features of classroom life. At other times, we will have mixed ability groups and the more competent children will act as mentors for the less able children. At the same time, the better able will have a differentiated activity to complete which will challenge them at their level.
- What follow-up activities to a basic lesson can be introduced, where one group has an opportunity to practise again what was covered in the basic lesson, while the other group moves ahead and develops further the content of the basic lesson.



5. Children with different needs

- Teachers will endeavour to support and ensure the participation of children with special needs by planning to include all children in PE activities.
- Children with exceptional ability/talent for PE will be encouraged and supported by acknowledging their talents and creating additional challenges for these children in the strands of the PE curriculum they excel in. These challenges will be based on the activity being pursued by the rest of the class. In addition, the children will be encouraged to maximise their talent by forging links with local clubs so the child(ren) can bring their talent to a higher level. The children with exceptional ability will, on occasion, be encouraged to assist their classmates in achieving proficiency in the activities they are undertaking.

All children will be encouraged to participate in all PE activities through the use of co-operative fun activities. We will also give encouragement and acknowledge good effort wherever possible.

6. Equality of participation and access

- In planning for PE we promote gender equity throughout the physical education curriculum. We encourage all children to be involved in physical activity and the school sports available.
- The Dance strand of the curriculum will be used to introduce dances from other cultures in the area of folk dance. The children from other countries will also appreciate the folk dances which are an integral part of our Irish culture.
- Large sporting events such as the Olympics, World Cup, Special Olympics etc will be used to look at the customs and sporting culture of some of the participating countries.

Gaelic Games should be given particular consideration as part of the Games programme.

- Every child will have access to all PE activities provided by the school and lack of financial resources on behalf of the child will not hinder their participation.
 - “In line with Department of Education and Science recommendations, it is the policy of St Ronan’s NS not to charge for in-school curricular activities.” However, when organising the aquatics strand, this school is unable to meet the cost of running an adequate aquatics programme. As a result, the B.O.M. has given permission to charge a nominal fee to each child. The B.O.M pays the costs of the bus. No child will be denied access to swimming lessons due to lack of financial resources and the School has made provision for such children to attend classes. For large families a maximum charge applies.

7. Linkage and integration:

Linkage

Within the content of the curriculum, footnotes below the strand units suggest where linkage and integration might take place in the PE class. Eg Dance and Gymnastics – the principles of movement apply.

Integration

PE can be integrated with most of the subjects in the curriculum e.g. History (games of the past), SPHE (co-operative games)

Organisational Planning:

8. Timetable

The curriculum allocates one hour per week for PE but as we have minimal indoor space, we block off more time to PE when the weather is better. The timetable below indicates how we may organise P.E.

September-October	November-December	January-March	April-June
Games	Dance	Athletics	Games
Athletics	Gymnastics	Gymnastics	Aquatics
		Dance/Games	Outdoor and Adventure activities

This school will use its discretionary time for the 6 weeks of the pool-based activities undertaken to facilitate the Aquatics programme in the school - in order to cover the time travelling to and from the pool.

9. Code of ethics

If coaches from a local or a national sporting organisation are invited into the school to work with the children as part of their PE class, they will be used to support the class teacher in the implementation of some of the PE curriculum strands in the school. They will not replace the class teacher and ultimate responsibility for the class lies with the class teacher. The class teacher will in turn support the coach on certain occasions when this will lead to maximum benefit for the children in the class.

- Any coaches working in the school context will be expected to adhere to the Code of Ethics of Irish Sport, produced by the Irish Sports Council.
- If there is a suspected case of child abuse in the class (even if it becomes apparent in the context of a PE class), all teachers will adhere to the Department of Education and Science Child Protection Guidelines to be used with the ‘Children First Guidelines’ produced for all personnel working with children.



10. PE equipment

- Our school has a detailed inventory of equipment and resources available for PE. This list was compiled and is checked and updated at the beginning of each school year.
- Equipment is stored in an outside shed. The key to the store room is kept in the staff room and it is the responsibility of each class teacher to ensure that all equipment is returned to the room after each lesson.
- Some equipment is stored in the attic.
- When the need arises and funding is available, we replace and update our equipment store.

11. Health and safety

- All children have to wear suitable footwear and clothing during a PE lesson. Children will not be allowed wear any loose jewellery during a PE lesson.
- The equipment used will be suitable in size, weight and design to the age, strength and ability of the child and be of good quality and in good repair.
- Children will be taught how to lift and carry all PE equipment safely
- In all PE lessons, children will warm up and cool down. This develops good practice and the children will return to class relaxed after activity.
- Should an accident occur in the PE lesson we will follow the procedures outlined for other accidents in our Health and Safety policy.
- Running activities will not finish at a wall or pole
- Best practice is safe practice and the teacher should ensure that the children understand that the rules and procedures are there for their safety.
- We will endeavour to have an appropriate surface for the activities in the PE lesson.
- Children will not be forced to do activities they are not physically or mentally ready for.



12. Individual teachers' planning and reporting

The whole school plan and the curriculum documents for PE will lay out the structure and format that teachers will follow in addition to the aims and objectives of the primary school curriculum. While these documents are vital for planning, it is important that teachers do not rely on them exclusively as it is necessary to adapt the PE plan to your own class level and experience. It is vital that all teachers plan individually while at the same time ensuring that their class plans co-ordinate and feed into the overall school plan.

13. Staff development

We will access www.pdst.ie and www.irishprimarype.com. These websites have definite links to the curriculum and PE in Ireland. The school has a library of relevant resource material which will aid the teachers in their development and implementation of the PE curriculum and we endeavour to build it.

We have accessed a PPDS Advisor to support our PE planning.

We have accessed the Buntús programme including training sessions on the Generic programme, Soccer programme, Rugby programme and Golf programme.

Youth Sport West based in Sligo visited the school and did a games session with the children.

14. Parental involvement

We ask all parents to support their children to participate in all strands of the PE curriculum.

At the start of the year, the Principal invites any parent with a specific skill in Sport or PE to share their skills with the staff and pupils.

We ensure the content is in line with the PE Curriculum.

The school will organise a sports day where parents/others will be invited in to view children's P.E. activities and encourage them to participate.

15. Community links

Many of the pupils are involved in sports and physical activity in the local community. This includes Eastern Harps GAA, Boyle GAA club, Boyle soccer club, Sligo rugby club and Irish dancing in Boyle. We encourage this participation.



Pupils often bring in medals/trophies and we as a staff and school celebrate their success. Where there have been local successes by clubs, players often visit the school to share their achievements and celebrate with the children.

Success criteria

We gauge our success on the implementation of the key messages below in our PE programme.

- The importance of enjoyment and play
- Maximum participation by all children
- The development of skills and understanding
- A balance between competitive and non-competitive activities
- A balance between contact and non-contact activities
- Providing opportunities for achievement for each child
- Providing activities equally suitable for boys and girls.

Means of assessing the outcomes of the plan include

- Teacher/parent/community feedback
- Children's feedback regarding the activity level, enjoyment and skill development of the classes
- Inspectors' suggestions/report
- Second level feedback

Implementation

(a) Roles and Responsibilities

The Principal will co-ordinate the progress of the plan, encourage and accept feedback on its implementation and report to staff on findings. Other stakeholders include:

- Teachers
- Pupils
- Parents
- Post holders
- BOM/DES Inspectorate

Ratification and Communication

This plan was ratified by the Board of Management on.....
Signature of Chairperson of the B.O.M.....

Review: This plan will be reviewed in November/December 2018.

A copy of the PE plan is available for viewing by parents in the Principal's office.

